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ABSTRACT

The document serves as a step-by-step guide for career education administrators, consultants, and directors in preparing a program for the utilization of community resources in schools. Two methods of utilizing resources are the operation of a service which keeps a file of persons willing to serve as resources in the classroom, and the publication of a directory of such persons. Nineteen procedural steps for establishing a resource directory are individually described in detail. Supporting materials such as forms for gathering information, sample letters, evaluation forms, and other procedures are presented for each step where relevant. The guide has been field-tested by the Westside Area Career/Occupations Project in Glendale, Arizona, and the Washington Elementary School District in Phoenix. (EC)

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DEVELOPING A PROGRAM

for the

UTILIZATION OF COMMUNITY RESOURCES

Marleen Brown

Westside Area Career/Occupations Project

John Glur, Director

1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Mr. Richard Brown
Mr. James Cordes
Mrs. Connie Groff
Mrs. Bonnie Jackson
Mrs. Peggy Scott
Dr. Leon Webb
Dr. Beverly Wheeler

Introduction

Thank you for your inquiry.

This booklet has been written for use by administrators, consultants and directors and is designed to serve as a guide in the preparation of a Program for the Utilization of Community Resources in Career Education. Although many variations are possible and will exist due to differences between school districts, two methods are most successful in contacting and utilizing Resources:

1) Operation of a Service which keeps an updated file of all persons willing to serve as resources in the classroom. The Service takes the major responsibility for arranging the resource by filling requests made by the teacher and/or student.

2) Publication of a Directory of all community personnel willing to serve as resources in the classroom. Generally this directory is self-contained and lists all the information a teacher needs to determine which resource will be most appropriate.

In this booklet, the Table of Contents is arranged in such a manner as to list the steps in establishing a Resource Service (method #1) and when necessary, further information on each step is provided on a designated page. To establish a Resource Directory, (method #2) follow all steps as listed, omitting those marked by an asterisk (#13, 15, 16, 18). With the exception of these 4 steps, the process for establishing the Directory and the Service is identical.

This booklet has been written and field tested by the Westside Area Career/Occupations Project (WACOP) and the Washington Elementary School District in Phoenix, Arizona.

Through WACOP the Cooperative Community Resource Service (CCRS) was established in February, 1974 and to date (June 1974) has arranged for at least 3 resource exposures for 3,700 students and teachers in elementary and high school levels.

Two important points should be considered:

1) Although the examples given here are within the scope of Career Education, the steps given here are applicable to beginning a program of any scope.

2) The benefit of such a Program is great and its use should not be limited to schools only. Many community organizations and clubs (Kiwanis, Girl Scouts, Boys Club, Historical Society, etc.) use resources frequently and should be kept in mind when determining who the Program will serve.

If you desire further information, please write:

Mr. John Glur, Director
Westside Area Career/Occupations Project
6000 W. Olive
Glendale, Arizona

Good Luck!!!

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*Not necessary for establishing a Resource Directory

STEP # 1

Define the Term "Resource" for your Program

For years teachers have been bringing guests into the classroom and clubs have been bringing speakers to share information with students (or members) and have further involved the community through field trips, work programs, etc. So community involvement is nothing new: it's just getting more sophisticated.

> The term "resource" is used here to imply an unlimited scope of services and information which can be provided by the community.

For example, community residents can:

1) Arrange and host field trips
2) Send tools and materials to the classroom for display
3) Speak to classes on their:
   a) occupations
   b) travels
   c) hobbies
   d) unusual experiences
   e) knowledge in specific areas (ancient Mayans, current events, how to administer artifical respirations, etc.)
   f) specific abilities (reading Braille, building miniature models, speaking a foreign language)
4) Volunteer to tutor students in various academic areas
5) Volunteer to serve as teacher aides
6) Provide films, filmstrips and pamphlets on various topics
7) Demonstrate a skill in connection with a particular subject area (how to read a weather map; how to speed read; how to draw a model to scale; how to drive a truck; how to use a terminal computer.)
8) Present a play, puppet show or recital
9) Bring a vehicle that is essential to his work (or way of living) and explain and show it to students. (see page 23)

10) Bring a collection (antiques, watches, barbed wire) to share with students
11) Sponsor a Job Observation Day where a student spends the day observing him in his work. (see page 23)
12) Serve as liason contacts to other resources
13) Participate in a Career Day featuring many resources on one of the above areas. (see page 23)

What services do you want resources to provide? What will be the scope of your Resource Program? Why not ask the teachers and students?

. . . . . .

STEP # 2

Assess the Need for the Program
and Determine Who Will be Served by It

In developing this program you will want to make it as effective as possible in meeting the needs of the staff and students in your school (s). A questionnaire will provide a clear indication of the need for the program in your school or area and of the areas in which the needs are most important. (For a sample of the questionnaire we used, see next page.)

For the Service

1) If you have a large school district, you may want to distribute the needs questionnaire to each school. Based on the results of each school's expressed need, compile a list of schools to be served beginning with the school most desiring the Service. Start small - with only a few schools - until procedures are ironed out, then add schools as you feel the Service can handle them.

2) If you have a small school district, plan on serving all schools immediately, but be sure to determine the need by distributing questionnaires to all schools first.

3) If you plan on serving other school districts and/or community clubs and organizations, the same procedure outlined in #1 above will be most effective.

Display A

COMMUNITY RESOURCE SERVICE QUESTIONNAIRE

Several teachers in our school are now in the process of exploring the use of a Community Resource Service. Would you please fill out the following questionnaire to help us in designing the service to meet your needs and return it to the office by Wednesday.

Thank you, Resource Service Committee

		YES	NO
1.	Do you think the use of Community Resources would enrich your program?	_____	_____
2.	If you have used resources in the past, approximately how many during the year? _____	_____ a year	
3.	In which of the following areas would you want to use community resources: _____To provide information on a job or job area _____To provide hands-on experience _____To teach a mini-unit on relating a school subject to a career area _____To display and explain a hobby _____To demonstrate use of a particular tool of trade _____To participate in a Career Day featuring vehicles (fire engine, helicopter, armored car, etc.) _____To participate in a Career Day featuring speakers _____Other_____ _____		
4.	Would you like to have a packet of activities for use as an introduction and/or follow-up to the Community Resource?	_____	_____
5.	Would you use a service which would contact and arrange for Community Resources at your request	_____	_____
	OR		
	Given a list, would you prefer to call the Resource yourself?	_____	_____
6.	If the resource was arranged for you, would you want the opportunity to speak to the Resource before he comes to your class?	_____	_____

GRADE LEVEL_____SUBJECT AREA (S)_____

- - - -

For the Directory

1) Questionnaires should be completed from each school before distributing the Directory: you should probably print enough booklets for ½ the teachers in all your schools. Chances are small that every teacher in each school will use resources immediately; therefore, you can safely assume that your community resource volunteers won't be swamped by calls once the Directory is distributed to the entire District.

2) If you plan on making the directory available to other schools and/or community clubs and organizations, determine if and how you want to distribute the Directory to them. Where Directories are sent to Clubs, only one copy will need to be sent (to t[illegible] program chairman.) It would be wise to keep a re[illegible]any schools, clubs, etc. which received copies Directory.

STEP # 3

Decide Upon the Method of Contact to be Used in Arranging Speakers

Several factors will determine the best method for your program:

1) What were the results of the needs questionnaire?
2) Which method was preferred by your teaching staff?
3) What funds and facilities do you have available?
4) What priority does this Program have in relation to other programs in your district?

The following information may help you to determine which method will be most effective for your district:

The Resource Service

* Arranges for speakers through one central location: provides a place where teachers and resources can call for information, ect.

* Has at hand all information relating to the resources, the program, etc.

* Assumes the responsibility for contacting, arranging, and thanking the Resource and for sending and receiving the evaluations

* Is constantly updating the Resource File and contacting new resources

* Serves in an advisory capacity when teachers are deciding what resources would be most appropriate for their class

* Gives the teacher the opportunity to speak directly with the Resource

* Devotes 100% of its time to the Resource Program

* Requires a full or part-time secretary and use of a telephone

* Provides for a uniform procedure in contacting and scheduling Resources

The Resource Directory

* Is less expensive than the Resource Service

* Can be placed directly in the hands of teachers

* Lets the teacher determine which resource to call

* Gives the teacher the opportunity to speak directly to the resource

* Gives the teacher the total responsibility for contacting, arranging, thanking the resources

* Must be retyped and reprinted when it is updated (we suggest every 4 months)

* Provides annotated information on each resource

* Carries little maintenance cost: staff is needed only to compile the initial Directory and then to update every 4 months

* The Resource Directory can be converted at any time to a Resource Service

Necessary Expenses

Resource Service

1) Personnel available to contact potential resources on daily part/full time basis (we hired one woman-30 hours weekly)
2) One 5 x 8 file card for each resource contacted
3) Use of a telephone for daily use (we installed a private business phone)
4) Use of a typewriter and duplicating machine
5) Stationery and envelopes to be used in writing confirmation and thank you letters to Resources
6) Paper for duplicating necessary forms

7) Stamps or mail service
8) Office or space available for location of the Service (we used a school bookroom)

Resource Directory

1) Use of Duplicating Machine
2) Enough paper to print a directory every 4 months
3) Personnel available to compile, print and distribute the directory
4) One 5 x 8 file card for each resource contacted
5) Use of a telephone for initial and updating contacts

. . . . . .

STEP # 4

Decide Upon and Choose the Staff Needed to Set Up the Program

This is a toughie - but we can safely say that at least one person should be available on a daily basis to coordinate all the beginning necessary steps.

Preferably, this person should have a committee of persons helping with the telephone and mail contacts necessary. This committee can be parent volunteers, teachers, teachers aides, even capable students. If the Directory method is used, a typist and facilities for printing the Directory must be available.

If the Service Method is used, at least 1 Service secretary must be available on a part or full-time basis once the Service opens.

. . . . . .

STEP # 5

Decide Upon the Scope of the Program and the Information Needed From Each Resource

The purpose for developing a Community Resource Program is to make available to the students information presented by various workers about occupations in the world of work.

Depending upon the scope of your Resource Program, other kinds of information may be available to students - the scope is dependent upon the needs felt by school personnel.

(see page 2)

Based upon the results of the questionnaires, decide what kinds of information you would like made available through the Resource Service and then upon the information needed from each potential resource.

The model provided here is very concise, (see following page) allowing for specific information from the resource contact. Your form will reflect your needs - however, even the most brief questionnaire should be typed on a 5 x 8 card and should contain information concerning:

1. Name and title of the contact
2. Address and phone number
3. Service which they are able and willing to provide
4. Grade level with which they prefer to work
5. Any limitations on their time (once a month, Mondays only, etc.)
6. Preference as to size of group
7. Source of contact (where did you hear about this resource)

The value of using cards to keep track of resources and volunteers has been proven again and again. They are inexpensive, can easily be obtained and can be printed on mimeograph machine:

NAME_____ OCCUPATION_____

COMPANY_____ BUSINESS PHONE_____

BUSINESS ADDRESS_____ HOME PHONE_____

OFFICE USE

I AM WILLING TO:

_____SHARE MY OCCUPATION OF_____

SOURCE OF CONTACT:_____

_____PROVIDE OTHER RESOURCES SUCH AS: ___PAMPHLETS; ___FILMS; ___TOOLS OF TRADE:

_____SHARE MY HOBBY OR LEISURE TIME ACTIVITY OF:_____

_____OTHER:_____

I PREFER WORKING WITH: ___PRIMARY; ___INTERMEDIATE; ___JR. HIGH; ___HIGH SCHOOL;

___ALL

DO YOU HAVE ANY PREFERENCE TO SIZE OF GROUP?_____

HOW OFTEN WOULD YOU BE WILLING TO SERVE AS A RESOURCE?_____

WHAT ARE THE MOST CONVENIENT TIMES FOR YOU?_____

COMMENTS:

THANK YOU:
The Resource Committee

Resource File Questionnaire Card

Display B

7.

STEP # 6

Decide Upon a Procedure for Obtaining the Information

Procedures for contacting potential resources are varied; all are effective but some are more appropriate than others. The following procedures were all successfully used to contact community personnel;

1. Call the potential resource directly, introduce the concept of the Service and ask for his participation. If he agrees, obtain the necessary information (for his questionnaire contact card, see page 7) right then on the telephone or mail the questionnaire to the resource (enclose a self-addressed, stamped envelope for return.)

2. Send a letter or note to the resource explaining the concept of the Service and requesting the resource to inform you (by telephone, return mail, etc.) of his interest in participating.

3. Put announcements of the Resource Service in local bulletins (church, school, etc.) Volunteers can be asked to contact a representative of the Service. Contact cards can be completed by phone or mail.

Of course, you'll revise these procedures to suit your own needs; however, there are two musts:

1. Be sure to have a completed contact card on <u>each</u> resource.

2. Be sure to contact each resource by phone if for no other reason than to reconfirm the information on the contact card. The call will be well worth the time and will help establish a personal rapport with each resource.

Whichever procedure (s) you use, be sure you:

1. Explain that this is on a voluntary basis, unfortunately, school finances don't allow for renumerations.

2. Explain that "professional speaking ability" is not necessary or even always desirable. An audience responds to a sincere, informative and interesting presentation, not to a professional station.

3. Mention that they will be contacted again as the list is updated and will have the option of not serving on the new list.

4. Explain that you appreciate that their first responsibility is to their job and that in case of a schedule conflict, they can certainly refuse or, in extreme cases, cancel a teacher's request.

5. Mention that they will be called when you receive a request for their specific area and that there is the possibility of their not being called for several months at a time.

. . . . . .

STEP # 7

Write an Information Sheet About Your Program

While this may appear to be an unnecessary frill, you will find that many potential resource volunteers will want to know more about the Program before committing themselves.

If you are developing your Program through a Career Education Project, no doubt there are pamphlets/booklets available which discuss Career Education in your state. If no booklets are available or if you are not associated with a particular program, you can send a brochure about your school district and an information sheet explaining the purpose of your program and the many services you feel resources can provide (page 1, for example.)

The following information sheet was developed for our program:

Program Information Sheet

About the Cooperative Community Resource Service

In February 1974, the Westside Area Career/Occupations Project (WACOP) began operation of the Cooperative Community Resource Service.

WACOP is one of 20 statewide projects in Arizona funded with state monies and works with teachers to incorporate Career Education into the existing school curriculum. WACOP works with 53 schools, Grades K-12 in Western Maricopa County and employs one director, 9 consultants, and secretarial staff. Eight consultants have offices in various schools served by the Project and function on a one to one basis with teachers, one consultant is in charge of the Media Center whose primary function is to serve as a preview and evaluation Center for all commercially produced Career Education Media.

In response to requests from business and schools, the Cooperative Community Resource Service (CCRS) was established to provide a uniform procedure and central agency for scheduling resources into classrooms and also serve as a catalyst between the resource and teacher. The service was started by one of the WACOP Consultants who serves as advisor to the Secretary of the Service. Currently serving 5 schools, the CCRS plans on increasing its use to those schools expressing a need for the service.

Currently the Service has 342 resource volunteers on file and hopes to increase this number by 50% during the 74-75 school year.

STEP # 8

Decide Upon the Population to be Contacted and Begin Contacting

This will depend on the scope of your Program but in order to provide the teacher with a variety of resources, it is suggested that resource contacts be available in as many different areas as possible. The following will provide a place from which potential resources can be obtained. For a more detailed explanation of contacting each of the following, write for the booklet "Surveying the Community" (see page ii for address)

Parents:
What better way to get Mom and Dad involved? Parent/teacher conferences offer an opportunity to mention the Resources Program to parents. An important point here is asking those who volunteer if they will go to other schools or serve only at your school. (Some parents' loyalty should be respected.)

Clubs and Associations:
The Yellow Pages is probably as good a guide to this source as any. There is usually a program or public information chairman to contact who will give you necessary information about contacting their members. The Club may already have an existing list of volunteers.

Already Existing Lists:
Many professional organizations have compiled lists which they will share with you. In many cases, they will refer you to the chairman in charge of speakers. In this case, the chairman's name would be in your files and you would call him to arrange speakers for you. His questionnaire contact card would indicate "Will arrange speakers in the area(s) of _____".

CO-OP Teachers
In High Schools where students participate in Cooperative Education Programs, the Co-op student can be invited to serve as a resource to discuss with students certain aspects of his job. This has the double advantage of bringing into the classroom a resource with whom students can identify as well as serving to strengthen the Cooperation between elementary and high schools.

Teacher Exchanges
Essentially this involves teachers serving as resources for each other. Most teachers have rich and varied backgrounds:

two teachers can trade classes for a presentation or a teacher can be a resource during a free planning period. Administrative approval is probably necessary here: in many cases the teacher will serve as a resource herself.

Yellow Pages
Never overlook this goldmine ! When all else fails, you can usually find what you're looking for by skimming and calling.

Retirement Communities
If there is one located near you, a directory of the community will usually be available (sometimes at a minimum charge.) In many cases, there is a member of the retirement community who will contact resources for you.

Government
Branches of the government (particularly the Armed Services) are available as resources - all government agencies are listed in the White Pages under "United States Government.". Government representatives are excellent sources-a directory is usually printed which lists all the representatives, senators, their respective districts and occupations. While availability may be very limited, this is an excellent way to involve your representatives in the school program. Don't overlook local city and state government as sources, also.

Nearby Businesses
If shop owners can be available, they are usually very effective. One word of caution-they should understand that the primary purpose of the service is to impart information and that any customers that may come as a result of the presentation should not be solicited at the presentation.

Friends and Relatives
Your own discretion can be used here-in many cases a friend or relative is able to serve as a resource and is very willing to do so.

University Classes
If members of the Resource Committee attend college classes, many times fellow students would be willing to serve as resources. Teachers of these classes often agree also.

Referrals by Word of Mouth
This is probably where you'll get the bulk of your Resources. You'll be surprised how willing people are to suggest other resource persons-you'll even have people calling you to volunteer their services after hearing about your Program.

Chamber of Commerce
We know of one case where the Chamber of Commerce cooperated to the extent of sending questionnaires to all it's members and then went the extra mile by compiling and printing the Resource Directory. It's worth a try!

STEP # 9

Decide Upon a Procedure for Compiling the Information and Begin Compilation

Before you know it you'll have contact cards all over the place: the following methods of compilation can be used (we suggest the first).

1) Arrange the cards in alphabetical order according to the occupation of the resource.

2) Categorize the cards by occupational areas (you can use the 15 USOE Occupational Clusters). For example, PUBLIC SERVICE, TRANSPORTATION, COMMUNICATION, etc.

3) Arrange the cards according to service provided by resources. For example: SPEAKERS, FIELD TRIP SPONSORS, TEACHER AIDES, etc. Within each category, cards can be filled as suggested in #1 above.

4) Arrange the cards alphabetically be last name of the resource, type a master list which lists each person alphabetically by last name and indicates necessary information about the services provided. For example (see below):

MASTER LIST FOR RESOURCES

NAME OF RESOURCE	NAME OF OCCUPATION	Primary	Inter.	Jr. Hi.	Hi Sch.	Hands On	Occupation Info	Hobby	Other
1. Beardsly, Ron	Bookeeper	✓	✓	✓			✓		
2. Greenway, Susi	Keypunch Operator			✓	✓	✓	✓		✓
3. Johnson, Sam	Horticulturist				✓	✓	✓		
4. Jones, Bill	Cashier	✓	✓	✓	✓	✓	✓	✓	
5. McIver, Ginger	Florist				✓		✓	✓	
6. White, B. J.	Accountant	✓	✓	✓	✓	✓	✓		

NOTE: Whichever procedure you use, a cross filing system will probably be necessary and can easily be accomplished by placing color coded tabs on appropriate cards. For example:

Blue tab indicates: will go to one particular school only
Green tab indicates: hasn't been called yet-is very willing to serve.
Orange tab indicates: will host a field trip

The only obvious note of caution here is: 1) to keep a key which refers to each color code and 2) don't go crazy with cross-references (three should be maximum).

For the Resource Directory, the cards should be arranged by one of a combination of the above methods, then the Directory can be typed directly from the cards. Appendicies at the back of the Directory are used for cross-referencing.

. . . . . .

STEP # 10

Decide Upon a Method of Evaluation
of Resources and Updating of Information on File

The only way to determine if the expressed need is being met is to receive feedback from the teacher, the students, and the resource.

Through the Service, evaluations can be sent to the teacher, the student and the resource. The Service should receive and compile the resluts of the evaluations for 1) reports 2) reference regarding the success of any resource appearance 3) suggestions in improving the Service. If the evaluation is easy to complete, concise, and provides for additional comments, it will have a good chance of being completed and returned. Samples of evaluations can be found in Display H.

Updating the Contact Cards

Every 4 months is a good time span to use in updating the contact cards; thus, if your Service is operational all year, you will update 3 times; if operational during school months you will update twice yearly.

Two methods can be used:

1) Call each person for whom you have a card. This way you can:
   a) double check all the information on the card
   b) ask the resource if he's enjoyed his visits
   c) ask the resource if he will remain on file for another 4 months.
   d) answer any questions the resource may have

2) Send a note to each person for whom you have a card explaining the updating procedure now taking place and stating that unless you hear from the resource, you will assume he will remain on file for another 4 months and that all the information on his contact card is still correct. Provide your telephone number.

We prefer the first method because of the personal contact and the accuracy of the contact.

. . . . . .

STEP # 11

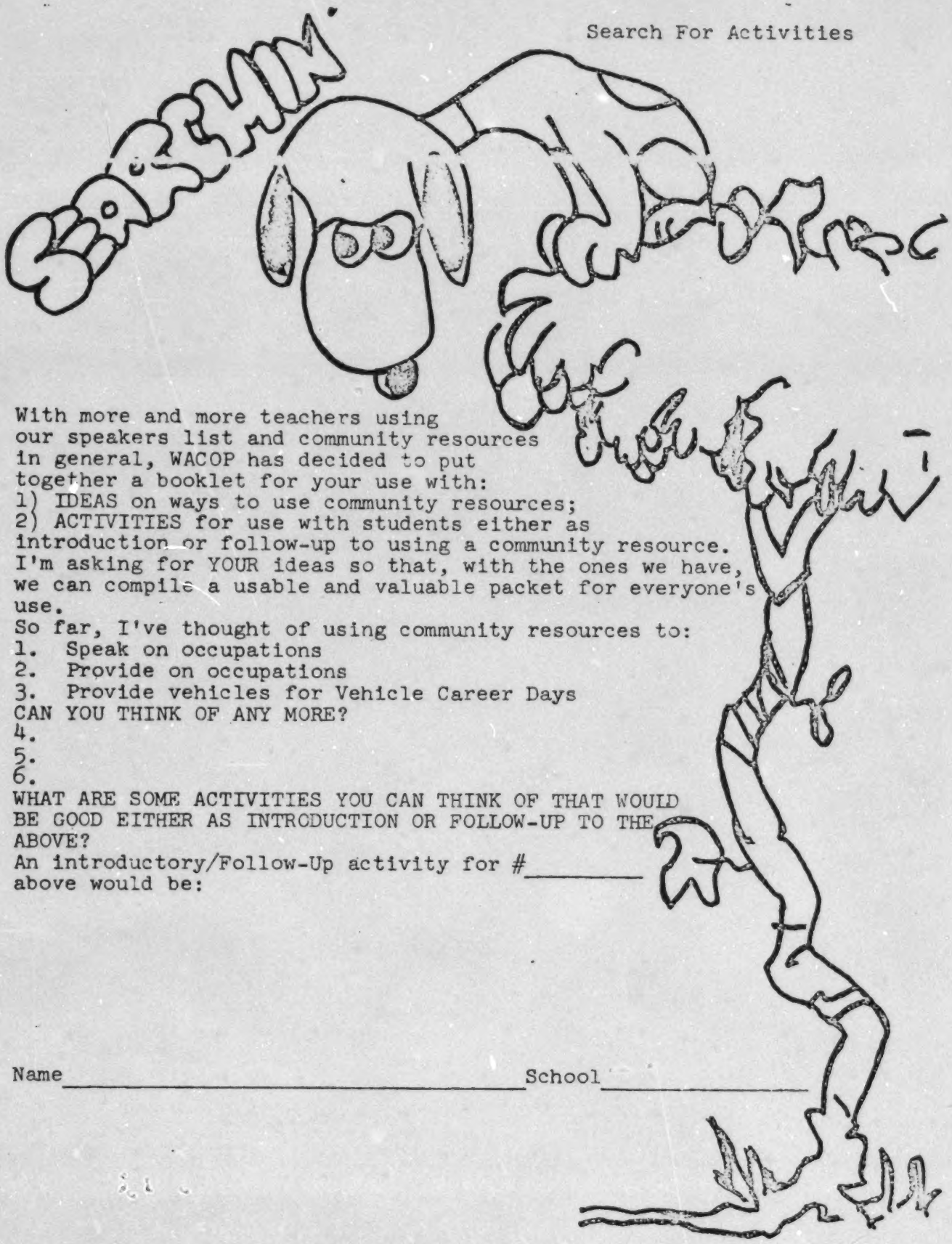
Conduct a Search for Activities

An introduction and follow-up to a resource not only provides enrichment to the information presented, it sets the stage for the resource to be an integrated part of whatever the class is currently studying. A resource can be of very little or very great value depending, in part, on how prepared the class is: thus the rationale for including this section as a step in setting up the Resource Program.

Several excellent sources of activities are available:

1) Teachers will contribute a wealth of activities if they feel that the gesture is sincere, that is, if you use and acknowledge their contribution. On the next page is an example of the flyer we sent to our teachers. This received a good response, but out personal contacts were much more productive.

2) Principals or consultants can suggest areas and can often steer you to a teacher whose mind is a storehouse for activities.



With more and more teachers using our speakers list and community resources in general, WACOP has decided to put together a booklet for your use with:
1) IDEAS on ways to use community resources;
2) ACTIVITIES for use with students either as introduction or follow-up to using a community resource.
I'm asking for YOUR ideas so that, with the ones we have, we can compile a usable and valuable packet for everyone's use.
So far, I've thought of using community resources to:
1. Speak on occupations
2. Provide on occupations
3. Provide vehicles for Vehicle Career Days

CAN YOU THINK OF ANY MORE?
4.
5.
6.

WHAT ARE SOME ACTIVITIES YOU CAN THINK OF THAT WOULD BE GOOD EITHER AS INTRODUCTION OR FOLLOW-UP TO THE ABOVE?
An introductory/Follow-Up activity for #_____ above would be:

Name_____School_____

3) Adaptation of activities: nine out of ten times, an activity that was a great success for teaching spelling will also work in introductin or reinforcing a particular concept related to information provided by a resource. Games, bulletin boards, interest centers can all be adapted.

Students are only too willing to share activities they've enjoyed in their years of schooling. Probably even now at least one activity stands out in your mind as the one you loved-and learned from.

Teaching Publications offer a wealth of activities: particularly bulletin board ideas and games. The bibliography at the back of this booklet lists some publications we found particularly helpful.

Brainstorming Sessions: Over coffee or lunch try brainstorming as many activities ideas as you can: we came up with 10 ideas in 30 minutes-and ate lunch too!

. . . . . .

STEP # 12

Devise a Way to Compile the Activities

The idea here is to present the activities so that they maximize the creativity of the teacher and minimize the need for further guidelines.

In compiling our activities, we listed them only by type-not by grade level or sequence (whether to use the activity as an introduction or follow-up). Thus we had

1) student assignments
2) small group assignments
3) whole class activities
4) games
5) display activities
6) special types of career days

Other alternatives are:

1) List the activities by suggested grade level
2) List the activities by use (Introduction, Re-enforcement, Follow-Up, etc.)
3) List the activities by area (Use with speakers, use with films, use with field trips)

Following is a sample of those we compiled.

CLASSROOM ACTIVITIES

Student Assignments

1. Have students research and make a list of all words and terminology used in the occupation (s) presented. If desired, these may be used as spelling words for the week or may be put into a class file with terminology from other job areas.

2. While most people think of getting a job as making money, they overlook the fact that most jobs cost money to get into. Itemize, for a particular occupation, the cost of that job (education, car, clothes, tools, uniform, etc.)

3. Individually, or as a group, have the students convey (in a written paragraph or by using descriptive words) what they know about the occupations being presented. After the presentation, have the students do the same thing and compare their increase in knowledge.

4. Encourage each student to bring different tools of trade (or hats, shoes, etc.) used by various workers. Try to find cases where the same tool is used by workers in completely different occupations.

5. Let the students themselves decide upon the resource they want, make the request, pick and complete related class activities, introduce the resource, write thank-you, etc.

6. Start a class Guest Book. Devote a page or two to each speaker including a picture of the speaker, his signature, occupation and a brief summary of the information presented. Choose several students to be in charge of the Book.

7. Have the students read want ads and/or Job Bank Data (available from State Employment Service) to find the availability of a particular (and other related) position in Phoenix.

8. Use TV as a resource by assigning students to make a list of all careers they see during two nights of TV (including news.) Discuss the idea, "Is this job really like it is shown on TV?"

9. Let interested students prepare presentation patterned after the one they saw and present them to a different class.

Small Group Assignments

1. Collect used, real equipment and use as motivation for finding out what the equipment is and who uses it. Clues can be given daily until someone guesses and then presents information about the mystery tool (s).

2. Ask the class to imagine that the job being studied is being phased out of society. Have the class choose teams (PRO and CON) and hold a debate on whether this job should be phased out. Hold secret balloting to determine if the job will be abolished.

3. Choose a courtesy committee in charge of refreshments, greeting the guest as he arrives, etc. Rotate the responsibility periodically.

4. Use a grid of the city and the Yellow Pages to pinpoint locations of the job being discussed. Compile the information and relate it to an over-or under-abundance for the City of Phoenix (This may lead to a study of zoning, etc.).

5. On a small map of the United States, inquire and list the number of jobs being studied which are employed in each state. Discuss reasons for any deviation from the average number.

6. To make students aware of the presence of a particular occupation in our society, have students work in groups to collect different ways that that occupation is presented (mentioned in comics, in newspapers, any television series with that occupation, want ads, etc.) Cut out these examples and paste on a bulletin board or in a scrapbook "HOW WE HEAR ABOUT THE _____."

7. With permission of the speaker, choose a group to tape-record the presentation and make a library for future reference.

Whole Class Activities

1. As an exercise in listening, decide with the class, interview questions to be asked the resource. Each student should fill out the form with the answers and then compare answers--they will be different.

2. Get a hold of an employment test for a particular occupation and let the students attempt to complete it.

3. Have a class project in which students simulate a "work" activity; setting up a model weather station, organizing a classroom postal system charting an interesting travel trip across the U. S., building a botanical garden, etc. Then invite a resource person knowledgeable in that area to come out and "judge" the product. Several classes could compete in this way if desired.

4. After the presentation, ask the resource to role play with students a particular situation he may encounter in his job. Have the resource be the customer and the student take the job of the speaker. Use the situation to further discuss aspects of the job.

5. Have the students write down only one word that is particularly relevant to them when thinking about the information they have received. Make it a word that would cause them to associate with the speaker, the occupation and/or the unit being studied. Have all the students tell what their word is and explain why they chose it. Then put all the words together in a collection for later reference.

6. Arrange, if possible to have a resource person teach a simple skill during his presentation. Follow up with a project using the skill. For example, a carpenter could teach his methods of measurement. Follow-up with individual projects measuring desks, bulletin boards, floor, etc. The most accurate measurements could be rewarded with free time to make a pencil box using scrap wood and nails.

Games

1. Arrange for the guest speaker to participate in a "To Tell The Truth" panel. Have the students do research on the job first so they can ask intelligent questions, then vote to fine the real worker. After the game, let the speaker answer any questions the students may have.

2. Have the students make a concentration game with:

   A) Pictures of all people that the resource works with on a set of cards.

   B) Job description and information on the other set of cards.

3. Play Hollywood Squares: Set up the desks in three sets of three. Choose one Master of Ceremonies, two contestants, two judges and nine players--the rest will be the audience. Ask questions about the specific occupational area being studied then have the player in the square picked by the contestant answer the question. If the contestant correctly agrees or disagrees with the answer, he receives an "X". If the contestant incorrectly agrees or disagrees with the answer, the opponent receives an "O". Whoever first gets three marks in a row wins the game.

4. Play career bingo by making playing cards for students with names of workers in each of the 20 squares. The "Master of Ceremonies" is to read off different job descriptions (or tools or other clues) and the player blocks out each as it is described. As in bingo, the first person to block out a row wins that game and can be "M.C." for the next game.

Display Activities

1. Have the students make a mini-box or diorama display, of something they learned from the speaker or during the unit. If possible, have the mini-box include an activity related to that job.

2. If permitted, make family job trees for all guests who come to the classroom. Display these for each speaker and compare them with those of the students. Look for continuity of jobs or job areas.

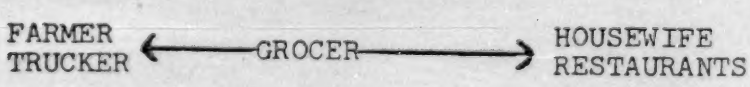
3. Instead of simply assigning an oral or written report on a career, plan a career poster contest instead. Students art work or magazine cut and paste can compose the top of the poster along with the job title, and the job description can be included on the bottom. The work might be displayed in the library or cafeteria and prizes might be awarded.

4. On a bulletin board, put A___ WORKS WITH: Under it put PEOPLE, DATA, THINGS. List words, drawings and pictures under the appropriate area for that occupation.

5. All careers have a "style" that is, the way the occupation causes the worker to "live" while on the job. (Teacher on playground duty, taxi driver in a traffic jam, workman eating lunch at the construction site.) Explore the career style of the occupation being presented and list the results on a bulletin board; DID YOU EVER THINK THAT A_____ USUALLY:

6. In many cases, workers are required to wear certain clothing: uniforms, shoes, hats and caps in many cases. Following the presentation, make a bulletin board titled: IF THE ____ FITS WEAR IT!! The blank space can be filled in with SHOE, HAT, UNIFORM and labeled pictures of different occupations can be displayed.

7. Make diagrams of the interdependency of various workers--put the job studied in the middle and on the left: jobs the worker is dependent upon; on the right: jobs dependent upon the worker.



Career Days

1. Career Vehicle Day:

   Essentially this involves contacting 10 or more resources whose occupations depend greatly on vehicles (i.e., policeman, recreational vehicles, salesman, farmer, fireman, ambulance driver, etc.) and arranging a Day where all of these vehicles are on display for students to see. Most effectively, the vehicles are arranged in a circle on a large field and classes of students rotate from one vehicle to another on a 5-7 minute schedule. This gives each resource a chance to tell the student about the vehicle and answer any questions the student may have.

2. Job Observation Day:

   The primary objective of a Job Observation Day (J.O.D.) is to place a student with a person in an occupational area the student is interested in finding out more about. The J.O.D. lasts for 1 day: it is designed to serve as a "shadowing" experience and has proven extremely effective in giving students an idea of what a typical work day involves in a particular occupation.

3. Speaker Days:

   A Career Speaker Day offers each student a choice of listening to several of many resource speakers brought to the school for the day. Usually held in the morning, (or during an entire day), the Day is arranged so that each 50 minute period of instruction offers a choice of 6-10 speakers on various occupational areas. Students follow schedules which they have made out for themselves prior to the Day and, depending upon the extensiveness of the Day, students can be exposed to as many as 6 occupational areas.

NOTE: Specific information on each of these Days can be obtained by writing to the address on page ii of this booklet.

STEP # 13

* Devise Procedures and Print Forms to be Used

Procedures and guidelines have to be developed for each function which the Service will perform while functions can be added as the Service becomes more solidified, absolute necessities include:

I. Processing Requests

II. Conduct an on-going Search for Resource Volunteers

III. Expanding the Service to other Schools

IV. Printing Monthly Report

Other functions which can be added later on are:

A. Publication of a monthly newsheet to teachers which can list and suggest certain resources available through the Service.

B. Conducting orientation sessions for Resources on topics such as:
   a. "When you Come to A Classroom . . ."
   b. Different types of Presentations
   c. What kids want to know, etc.

C. Printing and mailing certificates of appreciation to persons who serve as resources on 5 (or any number) occassions during a 4 month period.

D. Conduction orientation sessions for teachers on topics such as:

   a. When and how to use a Resource
   b. Preparing your class
   c. Questioning strategies

Following are the procedures and forms we used for Functions I-IV (above) which have proven extremely successful.

I. Processing Requests (see next page)

*Not necessary if developing a Resource Directory

I. Processing Requests

A. Forms necessary:

Request	Thank you letter
Confirmation	Suggested Information for
Confirm letter	Classroom Guests
Evaluation	Procedure Log
teacher	
student	
resource	

B. Procedure:

1. Receive the request: check to see that all information is included. If any information is unclear or not given, the person making the request is notified,

2. Look through the cards on file, fill the request by calling the resource and giving him the following information:
   a. the purpose for which he is called
   b. the grade level and number of students
   c. the date and time of presentation
   d. the names of the teachers involved and
   e. where to report at the school
   f. he will receive a letter of confirmation with suggested information for resources
   g. what equipment is available (if needed)

3. Fill out a confirmation slip in duplicate: send one copy to the teacher, keep one copy for the CCRS file.

4. Send the confirmation slip to the teacher; include the evaluation form for the teacher and for the student.

5. Record the date of the visit on the CCRS calendar.

6. Write a letter of confirmation to the Resource and include suggested information for classroom resources.

7. Call the resource and remind him of the visit the day before the scheduled appearance.

8. Receive and file the evaluation from the teacher and student.

9. Send a thank you letter to the speaker: include the evaluation to be filled out by the resource.

10. Receive and record the evaluation from the speaker. Record necessary information on the back of the speaker file card and on the CCRS Procedure Log.

Display F

I. Processing Requests

1. Receive the request

COOPERATIVE COMMUNITY RESOURCE SERVICE
Form for requesting a Resource

NAME_____ DATE_____ SCHOOL & GRADE_____

I REQUEST_____

_____

DATE MOST PREFERRED:_____ DO NOT SCHEDULE BEFORE_____ DO NOT SCHEDULE AFTER_____

THESE ARE THE EXACT TIMES I WANT THE RESOURCE AND THE SIZE GROUP FOR EAC

FROM	TO	GROUP SIZE	FROM	TO	GROUP SIZE
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

DO YOU WANT TO SPEAK TO THE RESOURCE PRIOR TO THE PRESENTATION?
___YES ___NO

If "yes" where can the resource reach you?

HOME PHONE_____ TIME?_____ SCHOOL_____ TIME?_____

If "no" please list a few classroom activities which we need to know to schedule the resource?

Forward to Cooperative Community Resource Service/Manzanita School/ 8430 N. 39th Ave./Phoenix 85021 (Please use District Mail where possible) Thank You

---

2. Look through resource cards on file (see page 7)

Display G

3. Fill out confirmation slip in duplicate:

Cooperative Community Resource Service
CONFIRMATION

Dear _____

Your request for _____ has been filled. _____ is very willing to speak to your class (es) on _____ from _____ to _____ and will contact you at home/school prior to the visit. He/She will arrive at your school office at _____. If any problems arise, please call 934-1642.

After the presentation, would you please fill out the enclosed evaluation form for the teacher. If you choose, complete with the class the enclosed evaluation form for the student and return both forms to the Resource Service by _____. Thank you.

PLEASE NOTE:

4. Send confirmation slip to teacher; include the evaluation form for the teacher and for the student.

Resource Evaluation Form
TO BE COMPLETED BY THE TEACHER

What did you think of the resource activity just completed?

Please circle the number which best expresses your opinion:

1. Incomplete 1 2 3 4 Well-Presented 5

Comment:

---

2. Too Short/Long 1 2 3 4 Well-Timed 5

Comment:

---

3. Inadequate Resource 1 2 3 4 Adequate Resources 5

Comment:

---

4. Was disappointing 1 2 3 4 Fulfilled my Expectations 5

Comment:

---

5. Negative Class Reaction 1 2 3 4 Positive Class Reactic 5

Comment:

---

6. Wasn't well arranged by CCRS 1 2 3 4 Was well arranged by CCRS 5

Comment:

Please add any additional comments which are not covered above:

Please return to:
Cooperative Community Resource Service
Manzanita Elementary School
8430 North 39th Avenue
Phoenix, Arizona 85021

37

Resource Evaluation Form
TO BE COMPLETED BY THE STUDENT (S)

What did you think of the activity just completed? Circle the number that is best for each section: 1 is low, 5 is high:

1. Was OK 1 2 3 4 5 It was really interesting

Comment:

2. Wasn't very useful 1 2 3 4 5 It was useful to me

Comment:

3. Too long/short 1 2 3 4 5 Right Length

Comment:

4. Hard to understand 1 2 3 4 5 Easy to Understand

Comment:

5. Didn't learn much 1 2 3 4 5 I learned a lot

Comment:

6. I've heard a Career Resource on this career before:

YES_____ NO_____

Comment:

Is there anything you want to add:

Display I

Confirmation Letter

5. Record the date on the calendar.

6. Write a letter of confirmation to the Resource: include suggested information for classroom guests.

Cooperative Community
Resource Service
Manzanita Elementary School
8430 North 39th Avenue
Phoenix, AZ 85021
February 8, 1974

Dr. Dennis McCurnin
AZ Veterinary Medical Association
4700 North Central, Suite 311
Phoenix, AZ 85012

Dear Dr. McCurnin:

I am writing to confirm our conversation today during which you agreed to speak to a class on your occupation of Veterinarian.

The 7th and 8th grades at Alta Vista School are planning a Career Day on March 15, and are inviting many speakers to make presentations on their various occupations. I have enclosed an information sheet which will give you an idea of the information the students may want to know.

Alta Vista School is located at 8710 N. 31st Avenue (about ½ block south of Dunlap, right beside Cortez High School). Mrs. June Gallagher, the teacher will send a student to the front office to meet you at 8:30 a.m. on Friday, March 15.

As you requested, a 16mm. sound projector and screen will be provided for your presentation.

We certainly appreciate your willingness to share your occupation to help make the world of work real to these students. If any problem should arise, please call me at 934-1642 (8:15a.m.-2:45 p.m.).

Mr. Blanchfield, the principal, has asked me to invite you to stay for lunch as our guest.

Sincerely,

Secretary
Cooperative Community Resource Service

ps

Enclosure

SUGGESTED INFORMATION FOR CLASSROOM GUESTS

This sheet will be sent to the Resource as suggested background material only if you have not indicated the necessity of speaking with the Resource prior to the visit.

General Purpose:

To provide students an opportunity to meet and talk with adults and to inquire about their careers.

To develop an awareness of the worlds of work in all fields of work. To show how the student's present-day school work relates to work in adult life.

Attire:

Please wear the uniform or clothes normally worn to work. Explain its purpose and value (include any safety equipment worn.)

Tools, Equipment, and Samples of Work:

Bring that which is most useful or important on the job. Use same in actual presentation.

You will probably be interviewed by students in the class. During the interview the following points are likely to be considered:

1. Explain a typical day of work
   a. Stress the routine as well as the divergent aspects of your work
   b. Storytelling can be valuable. Relate interesting incidents from your work.
   c. Clarify what you like most and least of your work.
2. Explain what personal satisfactions make the job worthwhile for you and what disadvantages there are for you.
3. Give a general idea of salary. At this level, vacation time and other benefits are also of interest.
4. Explain the education and experience required for this job.
5. Could you briefly describe the personal qualities one would need to do your job-strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with minor details, ability to deal with other people, etc?
6. Discuss any definite safety and danger features of the job.

con't: Suggested Information for Classroom Guests

7. When possible, use slides, films, charts and other audio-visual aids: notify the teacher of any equipment you will need.

8. Discuss why you chose a particular career - how did you get involved in this career?

9. Technical terminology should be used but it must be explained. You can involve teachers by asking them to help explain terms.

10. If your job is seasonal, explain the effect of weathers or seasons and how your life style is affected.

11. If possible, give suggestions as to where students can write letters to obtain additional information.

Taken from: Suggestions for Using Community Resources
Peoria Public Schools, Peoria, Illinois

7. Call the resource the day before the schedule appearance.

8. Receive and file the evaluation from the student and the teacher.

9. Send a thank-you letter to the speaker: include the evaluation to be filled out by the resource.

Cooperative Community Resource Service
Manzanita Elementary School
8430 North 39th Avenue
Phoenix, AZ 85021
March 25, 1974

Dr. Dennis McCurnin
AZ Veterinary Medical Association
4700 North Central, Suite 311
Phoenix, AZ 85012

Dear Dr. McCurnin:

We want to thank you for going to Alta Vists's Career Day and speaking to a class on your career as a veterinarian.

The students thought your presentation was useful, well-presented, well-time, and very interesting to them. One student wrote on his evaluation sheet, "Now I know I want to become a veterinarian because I want to help animals. The film was very interesting to me." Another wrote, "He talked slowly so we could understand him, and I learned more than I thought I would." Many said your occupation must be fun, and wished you could have stayed longer. We did not receive any evaluations which were negative, many strange spellings of "veterinarian", but the students related very nive comments about you.

I have enclosed an evaluation sheet which we ask our resource speakers to complete so we may realize your reaction toward our service. Please fill it in and return it to me when you have a moment.

We thank you for helping to make the Career Day a very successful one. We appreciate the time and effort of people like yourself who are willing to help develop the responsible citizens of tomorrow. We hope this was a pleasant experience for you.

Sincerely,

Secretary
Cooperative Community Resource Service

ps

Enclosure

Resource Evaluation Form
TO BE COMPLETED BY THE RESOURCE

What did you think of the resource presentation just completed? (Please circle the appropriate number):

1. Class Wasn't Well Prepared — Class Was Well Prepared
   1 2 3 4 5

Comment:

---

2. Fair Class Response — Enthusiastic Class Response
   1 2 3 4 5

Comment:

---

3. Unpleasant Experience — Very Pleasant Experience
   1 2 3 4 5

Comment:

---

4. Poorly Arranged by CCRS — Well Arranged by CCRS
   1 2 3 4 5

Comment:

---

5. First time as a resource — Have had Resource Experience
   1 2 3 4 5

Comment:

---

6. I would like to be called again as a Resource

YES_____ NO_____

Would you please add any additional comments here:

Please return to:
Cooperative Community Resource Service
Manzanita Elementary School
8430 North 39th Avenue
Phoenix, AZ 85021

10. Receive the resource evaluation. Record all necessary information on back of resource card and on the Procedure Log.

Request by:	Request Rec'd.	Request Filled	Confirm Eval. sent	Eval. Rec'd.	# of students	Resource Confirmed:	Resource Contact	Confirm. Sent SL	Call to Remind	Thanks/ Eval. sent	Eval. Rec'd.	Recorded on
Vi Doss	2/14	2/15	2/15	2/20	35	Bill Fox	2/15	2/16	686-8686	2/21	2/25	✓
J. Hart	3/2	3/5	3/5	4/1	120	Sue Bush	3/5	3/6	217-4182	4/1	4/15	✓

II. Conduct an On-Going Search for Resource Volunteers

A. Forms necessary:

Questionnaire form
Program information sheet

B. Procedure:

1. Determine that the person wants to be a volunteer: explain how the Service works and answer any questions they may have.

2. Record all the needed information on the CCRS file card.

3. Ask the volunteer if they would be interested in receiving further information about Career Education.

4. Ask the volunteer if they would be interested in attending a workshop designed to discuss methods of presenting to all grade levels.

5. Record all pertinent information on the file card: send the Career Education information to the Resource.

NOTE: The questionnaire form for this procedure can be found on page 7. The Program Information sheet used in this program can be found on page 10.

III. Expand the Use of the Service to Other Agencies

A. Forms necessary:

Questionnaire
Information pamphlet on Using the Service
Parent questionnaire

B. Procedure:

1. Assess the need for use of the Service. (This form appears more appropriately in Display A on page 2A .)

2. Compile the results of the questionnaire.

3. Meet with the teachers; distribute the information pamphlet on Use of the Service.

NOTE: Cost doesn't permit inclusion of the information pamphlet printed for using the Cooperative Community Resource Service. (For the cost of mailing, a copy of our pamphlet can be obtained by writing to the address on page ii)

4. Send home questionnaires to parents: (also see page 7).

MANZANITA ELEMENTARY SCHOOL

COMMUNITY RESOURCE SERVICE

Dear Parent:

Would you help our students find out about the World of Work by volunteering your time to serve as a resource?

We are in the process of organizing a Community Resource Service Bank composed of community members like yourself who are willing to speak and share with students information about their jobs, hobbies, etc.

Please take a minute to read the attached card and, I hope, to fill it out and return it to school with your child. We will be in touch with you within a few weeks of receiving your card.

Sincerely,

Principal

IV. Print Monthly Report

To:
From: Marleen Brown and Peggy Scott
Re: Cooperative Community Resource Service Report for April
Date: May 2, 1974

Specific information regarding the work of the Service is listed by the three main functions of the Service: Processing Requests, Conducting an On-Going Search for Resource Volunteers, and Expanding the Service to other Agencies.

SECTION I: PROCESSING REQUESTS

Requests Received: of the 40 requests received, 38 were filled in April.

Students and Teachers exposed to Resources: Due to a duplicity factor of one student viewing several resources, figures given below reflect both single and multi-exposure to resources.

Student:	
Non-duplicated exposure to resource (one student: one resource)	1,315
Duplicated exposure to resources (one student: more than one resource)	2,597
Teacher:	
Non-duplicated exposure to resource (one teacher: one resource)	34
Duplicated exposure to resources (one teacher: more than one resource)	67
Teacher and Student:	
Combined non-duplicated exposure	1,349
Combined duplicated exposure	2,664

Evaluations: Of 104 evaluation ratings completed by 18 teachers, 88 ratings fell in a 4-5 category (on a 1-5 scale, 5 is high).

Of 104 evaluation rating completed by 18 students, 65 ratings fell in the 4-5 category.

Of 48 evaluation ratings completed by 8 resources, 40 ratings fell in the 4-5 category.

CONT"D ON FOLLOWING PAGE

Cooperative Community Resource Service Report for April (cont'd):

SECTION II: ON-GOING SEARCH FOR RESOURCE VOLUNTEERS

Resources added to CCRS files during this month	40
Persons requesting and receiving Career Education Information	15
Total Volunteers on Active Resource CCRS File	328

SECTION III: EXPANSION OF SERVICES TO OTHER AGENCIES

Needs assessments taken at the following school indicated a definite need for use of the CCRS: The Phoenix Day School for the Deaf was added to the Service, bringing to 5 (the total number of schools) and 290 (the total number of teachers) currently served by CCRS.

SECTION IV: MISCELLANEOUS

Visitors: Mrs. Mary Cordier, Associate Professor of Education from Western Michigan University, Kalamazoo, Michigan

STEP # 14

Print an Information Pamphlet How to Use the Program

Whether you are developing a Resource Service or a Resource Directory it will be necessary to distribute information about how to use the Program. The following are suggested formats for printing pamphlets on the Use of the Resource Service and Use of the Speaker Directory:

An Information Pamphlet for Using the Resource Service

I. Introduction

II. Table of Contents

III. List of Suggestions for Using Resources in the Classroom

IV. How to Request a Speaker

V. What Procedure the Service Uses in Processing Requests

VI. Suggested Activities

VII. Responsibilities to be Assumed by the Service and by the User of the Service

VIII. Suggested Information for Classroom Guests

IX. Sample Forms to be Used

An Information Pamphlet for Using the Resource Directory

I. Introduction

II. Table of Contents

III. Suggested Procedure for contacting and scheduling resources including sample confirmation letter and questions which students may ask.

IV. Suggested Activities for Use as Enrichment to the Resource including sample suggested information sheet for Resources (the teacher can reproduce a sample thank you letter, and sample evaluations and send them to the resource).

V. List of Resources (according to one of the formats listed on Page 13).

VI. Appendices of Cross Reference index of Resources

STEP # 15

*Hire Staff and Install Telephone

By now, you're very close to "D" Day, and so far you know:

1) All the procedures you are going to use (more or less).
2) The location of your service.
3) The pamphlet for Use of the Service is or soon will be ready for distribution.
4) The schools you will begin serving.
5) The necessary forms are or will soon be ready.
6) The date you want to open the Service.

One of the last things (believe it or not) to be done is to hire a secretary and install the telephone. Depending upon your location you may need to order the phone early but order it for only 1 or 2 days before you plan on opening the Service. We installed a private business phone to be operative 9 months a year and "on vacation" for 3 months during the summer.

You've probably been looking for, or thinking about, the person you want to serve as the Resource Secretary. Qualities such as someone who is:

1) Dependable
2) At ease on the telephone
3) Able to compose and type letters
4) Efficient and organized
5) Enthusiastic about the idea
6) Resourceful
7) Able to use duplicating machines

Sound like Superman? Not really. We've found that the success of your Service depends greatly on the person who deals with resources and teachers and a real effort to find just the right person will pay off a hundredfold in the future.

In our case, a school principal recommended a mother who had worked as a paraprofessional aide at his school. (We interviewed and hired her for $2.50 per hour, 6 hours a day, 5 days a week.) Other sources of potential secretaries are: District personnel office, University Employment Service, parents of students, and the ever present "word of mouth." (For example of the Job Description, we used see the following page.)

*Not necessary if developing a Resource Directory

Display N

Cooperative
Community Resource Service

Job Description: RESOURCE SECRETARY

The Resource Secretary will have the major responsibility for filling requests for resources made by teachers from one high school and one elementary school (with more schools to be added at a later date).
This involves:

1. Keeping an updated file of all resources.
2. Following all procedures necessary in scheduling a resource.
3. Keeping records of all services provided by the Community Resource Service and preparing a monthly report compiled from these records.

Skills:

Typing: a minimum of 35 w.p.m.; ability to compose letters and knowledge of letter writing techniques and grammar. Ability to handle all types of personal contacts on a one to one basis and the ability to follow designated procedures.

Employer:

John Glur, Director
Westside Area Career Occupation Project
6000 West Olive
Glendale, Arizona

Office Location:

Manzanita Elementary School
8430 North 39th Avenue
Phoenix, Arizona

Dates of Employ:

January 28, 1974 through May 31, 1974
(These dates are tentative and subject to change)

Hours:

Monday through Friday
8:15 a.m. - 12:00 p.m.
12:30 p.m. - 2:45 p.m.

Salary:

$2.50 per hour

Vacation Schedule:

February 18, 1974
April 8-12, 1974
May 27, 1974

STEP # 16

* Train Staff Secretary

If at all possible, it would be best to have one person train and work closely with the secretary for at least a month until all procedures are "down pat."

One of the best ways to train the secretary is to provide situational modeling: actually operate the Service and provide a model for the secretary using the procedures and methods you would prefer used for each situation.

While the secretary can probably work independent of supervision, it is advisable to have a coordinator or other person with whom the secretary can speak should any problem arise.

*Not necessary if developing a Resource Directory

. . . . . .

STEP # 17

Announce the Opening of the Service and Open !!!

Announce to Teachers:

Irregardless of the procedure you used to determine the need for the Service, you should have determined which schools you will serve initially. (Do you need to review Step # 2 on page 2 ?)

We suggest introducing the Concept of the Service (or Directory) personally to each faculty of each school.

This can be done in 15 minutes during any faculty meeting.

At that time:

a) Introduce the purpose of the Service, its name and the Sponsoring Agency.

b) Explain the 3 functions of the Service: 1) to fill requests for resources, 2) expand its list of resources, 3) expand its services.

c) Give some examples of resources in your files (choose "zippy" ones.)

d) Distribute the information pamphlet "Using the Resource Service" and review the procedure for requesting a resource.

e) Answer and questions and (upon request) let teachers keep the information for using the Service. (Prior to the meeting attach a request form to each pamphlet.)

Announce to Resources: (This is optional)

You may want to send a note to all resources on file notifying them of the opening of the Service.

STEP # 19

Conduct a Mid-Year (and/or End Year)
Evaluation of the Program

While the evaluations completed by the resources, teachers and student will provide some of this information, a brief form will be effective in giving specific feedback about the needs being met.

Our post questionnaire followed the same format as the needs questionnaire. Information gained should be used to improve the Program. We used the form on the following page.

Display ___

Date _____ Name _____

COMMUNITY RESOURCE SERVICE POST QUESTIONNAIRE

		YES	NO
1.	Do you think the use of Community Resources has enriched your program?	____	____
2.	Approximately how many resources have you scheduled through the CCRS?	_____	

3. In which of the following areas have you used community resources?
   - ____ To provide information on a job or job area
   - ____ To provide hands-on experience
   - ____ To teach a mini-unit on relating a school subject to a career area.
   - ____ To display and explain a hobby
   - ____ To demonstrate use of a particular tool of trade
   - ____ To participate in a Career Day featuring vehicles
   - ____ To participate in a Career Day featuring speakers
   - ____ Other _____

4.	Have you used the pamphlet "Using the Cooperative Community Resource Service?					____	____
5.	Did you use introductory activities prior to the arrival of the Resource?					____	____
6.	Did you use follow-up activities after the presentation by the Resource?					____	____
7.	Will you continue to use the Resource Service which contacts and arranges for Community Resources at your request?					____	____

8. Please rate the operation of the CCRS in relation to your own personal experience with it:

   Poor 1 2 3 4 5 Excellent

9. Do you feel that the CCRS has been:

   less effective as effective more effective

   than using the Speaker's List to arrange your own resources?

10.	Did the speaker (s) provided serve the purpose you intended?	____	____	

III. SOME THINGS TO THINK ABOUT

+ "Every rose has a thorn" and while a small one, it is necessary to be aware of it: it is very difficult if not impossible, to insure the quality of context of the resource presentation. The ultimate responsibility for the classroom lies with the teacher (and the principal, or course) and it is up to the teacher to "censor" (if necessary) any inappropriate presentations. You should make this clear to the schools using the Service - also you may suggest that prior to a resource presentation, teachers send home notes informing parents of the scheduled resource, then the parent has the option of allowing his child to hear the resource. This is especially advised in cases of controversial subjects. Advising the principal of all scheduled resources is also suggested.

+ Certainly not a necessity, but a "nicety" is the effort by your program to make the rest of the community aware of the contribution of your resources. One way to do this is, of course, through the local news media; another way is by writing a letter to the supervisor of the resource. In many cases, resources spend their days off or free time outside of work speaking to classes; or a company has instituted a resource program on a trial basis and would be pleased to hear about its impact. An extra gesture like this goes a long way to maintaining good relations with the "heart" of your Program.

+ You will find out that once you get the Service "off and rolling" it will run fairly independently and without much trouble. At this point consider sponsoring in-service training for resources and teachers. Many resources would be happy to attend a 3 hour mini-workshop designed to provide them with insights into the methodologies of working with school age children. Likewise, many teachers would be glad to attend a mini-workshop designed to give them ideas on using resources in the classroom. These workshop ideas apply regardless of the Program you initiate. (For a copy of the workshop we conducted, please write to the address on page ii.)

+ We have started keeping a scrapbook of pictures of various resources "in action." It has come in very handy, particularly when teachers have something visual to look at, the use of a resource becomes more feasible.

+ If your Program is not operative year-round, it would be a nice gesture to send a note to the Resource indicating that you are "on vacation" and will contact them in the fall. We sent a 5 X 8 card on the following page.

SINCE FEBRUARY..

11,045 students & teachers actively involved

342 resources on file

WE COULDN'T HAVE DONE IT WITHOUT YOU!!

thank you!

COOPERATIVE COMMUNITY RESOURCE SERVICE

Marleen Brown, Consultant

Peggy Scott, Secretary

WE'RE ON VACATION NOW: WE WILL CALL YOU IN SEPTEMBER WHEN WE RESUME SERVICE

HAVE A SAFE SUMMER--YOU'RE SPECIAL TO US

Display P

"On Vacation" Notice